DOCUMENT RESUME

ED 141 912 EA 009 724

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TITLE A School Improvement-Accountability Process Kit. PAK No. 2.2--Collecting Facts and Developing Values.
INSTITUTION Colorado State Dept. of Education, Denver. Accreditation and Accountability Services Unit.
PUB DATE 73
NOTE 23p.; For related documents, see EA 009 716-736
AVAILABLE FROM Accreditation and Accountability Service, Colorado Department of Education, 201 East Colfax, Denver, Colorado 80203 ($2.00)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Administrative Personnel; Advisory Committees; Community Attitudes; Community Involvement; *Data Analysis; Elementary Secondary Education; *Guidelines; Inservice Programs; Instructional Materials; Needs Assessment; Personal Values; Public Opinion; Worksheets; Workshops

ABSTRACT

The purpose of this Personalized Activity Kit is to help the participant develop the skills necessary to collect facts related to concerns already gathered. Specifically, these skills are methods for collecting a full range of facts and a means for sifting out the statements that are not true or valid. Guidelines and exercises for distinguishing between fact statements and value (opinion) statements are presented. Exercises, activities, and facilitator guidelines are presented in appendixes. (Author/IRT)

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A SCHOOL IMPROVEMENT - ACCOUNTABILITY PROCESS KIT

PAK #2.2 - COLLECTING FACTS AND DEVELOPING VALUES

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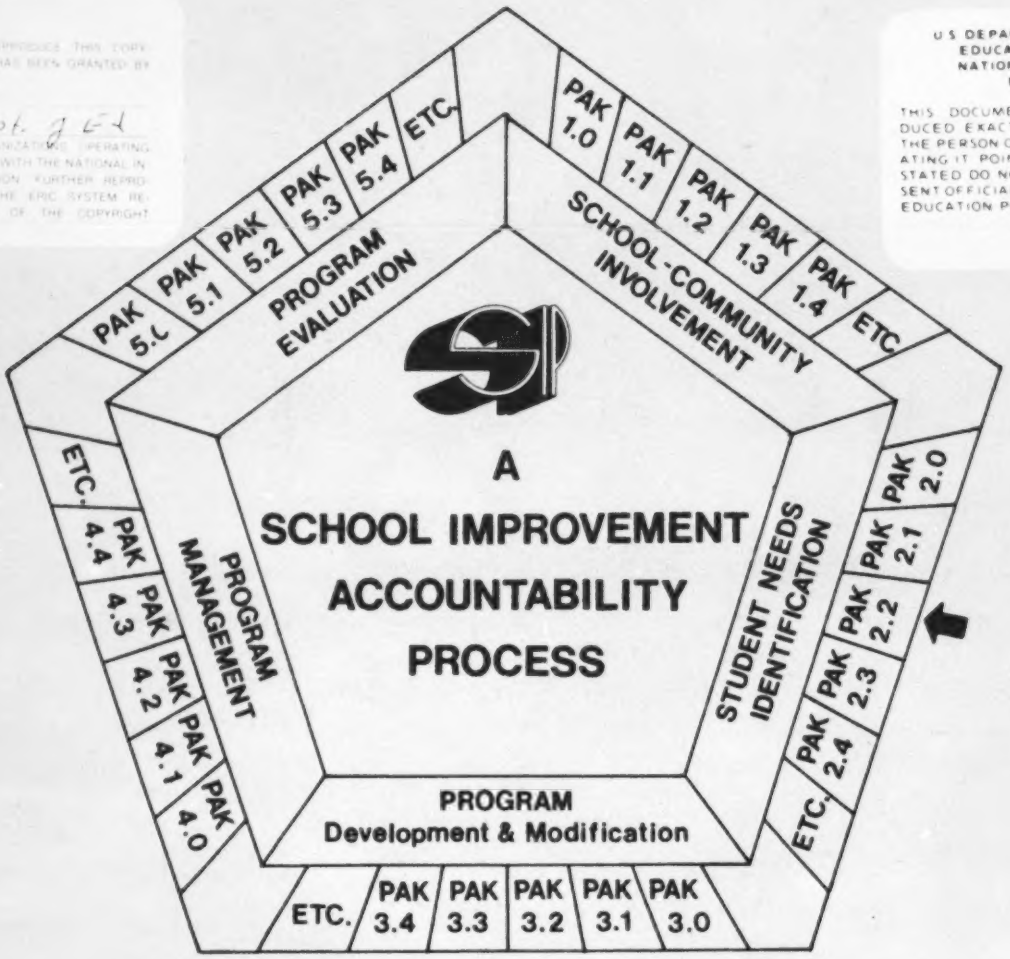

Personalized Activity Kit (PAK) for use as:

- Individualized Study Guide
- Small Group Study Guide
- Workshop Facilitator's Guide

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A SCHOOL IMPROVEMENT - ACCOUNTABILITY PROCESS KIT

PAK #2.2 - COLLECTING FACTS AND DEVELOPING VALUES

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Denver, Colorado
July 1975

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Second Printing July 1975

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DIRECTIONS FOR THE USE OF THE PAK

Each PAK is designed to be used in three alternative ways: 1) an individual user can work through the packet on his own; 2) a small group may work co-operatively; or, 3) a group of participants may be involved in a workshop situation under the leadership of a facilitator. Experience indicates that the latter is the most desirable situation. While an individual may work through the materials on his own, he misses those shared experiences which come as learners interact in a group situation.

PLEASE NOTE

Because this PAK will be used by many people in your district, please mark only the worksheets supplied by your instructor. Do not mark the pages of this PAK. Sample transparencies and worksheets (for duplication) are included in Appendices A and B.

If you are using PAK materials in a group workshop situation, consult Appendix A for detailed instructions. The diagram on the cover page and diagrams for Appendix A may be used to make overhead transparencies.

If you are working through the PAK individually, follow the general directions listed below:

- Read content of the PAK.
- Refer to Appendix A, page 2, for additional instructions.
- Do the exercises on worksheets copies from Appendix B. (when included)
- Read the bibliography (when included).

PAK #2.2

COLLECTING FACTS AND DEVELOPING VALUES

Purpose:

The purpose of this PAK is to help the participant develop the skills necessary in collecting facts relating to concerns already gathered. Specifically, these skills are methods for collecting a full range of facts and a means for sifting out the statements that are not true or valid.

Collecting Facts and Developing Values:

This task is primarily one of collecting facts related to the concerns gathered in relation to PAK #2.1. These facts will tell you "what is" or "what exists" or the current status of your district's educational programs. If the facts support the concerns, you have an educational problem (need). If, however, the facts do not support the concerns, then your district probably has a public information problem.

For example, many people in your community expressed concerns about the quality of your reading program. The facts about the reading program indicate that weaknesses do exist. Your committee has identified a real student/learner need for improved reading skills. If the facts indicate, however, little or no weaknesses in the reading program, then you have a public information problem (need).

Committee Member - What kinds of fact does our committee need to gather?

Advisor - A broad range of facts should be collected about the following subjects:

- Students
- Community
- School policies and practices
- Instructional practices
- Administrative practices
- Instructional programs
- Staff
- Supporting services for students, staff, community
- Facilities
- Finance

Committee Member - Are there any kinds of specific questions we might ask to gather facts in the above categories?

Advisor - Yes, for example, you might study, on the next page, an excerpt from the Colorado Department of Education's handbook, A School Improvement Process.

STUDENT INFORMATION ANALYSIS

How many students are designated as economically handicapped?
How many students are designated as special education students?
How many students are from non-English speaking families?
How many students are from migrant-worker families?
How many students have special abilities or aptitudes?

What is the projected dropout rate grades 7 - 12?
What percent of 9th graders complete high school?
What percent of graduates continue their education?
What percent of students enter a 2-year college or technical school?
What percent of students complete a 2-year college or technical school?
What percent of students enter a 4-year college?
What percent of students graduate from a 4-year college?
What percent of students (by grade) are reading 1 year or more below grade level?
What other achievement test results are available?

Number and rate of change of welfare recipients?
Amount and rate of change of welfare expenditures?
Amount and rate of change of public health expenditures?
Amount and rate of change of job-training expenditures?
Amount and rate of change of police expenditures?

Other questions to be considered include:

- What percent of students remain in your community after leaving school?
- What percent of students enter the job market after leaving school?
- What are the reactions of your recent graduates to their K-12 experiences?
- What facts are available concerning student attitudes toward school?
- What percent of students use drugs?
- What percent of students are involved in voluntary public service activities?

(Further assistance in identifying facts to be collected appears on pages 11 - 26 of Colorado Department of Education's handbook, A School Improvement Process.)

It is important to identify first all possible sources of factual information and to collect the facts that are already in existence. The key here is knowing whom to ask and where to look. Then your committee can identify those questions for which no factual information is available.

Ask yourselves:

HOW IMPORTANT IS IT TO HAVE FACTS WHICH WILL ANSWER THIS PARTICULAR QUESTION?

If your committee agrees that this factual information is highly important, then develop a plan and collect the necessary facts. A plan for a complete "information system" can grow out of this first plan.

Distinguishing Between Fact and Value Statements:

We have already indicated that when you are collecting the concerns of people, they often will give you solution statements which we suggest you "bank" for the time being. Sometimes people will include among their concerns, statements of fact. At other times, you will find value statements mixed in with statements of fact; therefore, your committee needs another important skill. This is the ability to distinguish between statements of value (opinion) and statements of fact.

After reading the following directions, turn to the next page and complete the exercise -- Distinguishing Between Fact Statements and Value (Opinion) Statements.

Directions:

A. Study the definitions below.

B. Test your understanding by individually completing the exercise on the following page.

C. When all members of your group have completed the exercise, share and discuss your results.

Definitions:

A FACT is - any statement that can be proven to be true.

Examples: 52% of our students can pass standard physical fitness tests.

There is an average of 5 fights per week on the school playground.

A VALUE is - a statement of opinion or belief which one feels is correct, but which one cannot prove to be true.

Examples: Today's youth is soft physically.

Our kids are always fighting on the playground.

Distinguishing Between Fact Statements and Value (Opinion) Statements.*

Each of the following statements is typical of those you may expect to collect during a Student Needs Identification. Indicate your answer by using a copy of the answer sheet found on page 6. The answers are on page 8.

1. *Too many students are reading below grade level.*
2. *40% of our 7th graders are reading 2 years or more below grade level.*
3. *Our school has a poor dropout record.*
4. *All students should receive annual hearing tests.*
5. *Students should know their multiplication tables through 12 by the end of the third grade.*
6. *Every day an average of 22% of our students do not get a nutritious lunch as defined by national standards.*
7. *Our juvenile crime rate has increased from 2 complaints per 100 students to 7 per 100 students within the past two years.*
8. *All teachers should go back to college every two years.*
9. *73% of our secondary students in grades 7 through 12 have experimented with drugs.*
10. *Too many of our girls are dropping out of school due to pregnancy.*

*For more practice distinguishing between fact statements and value (opinion) statements - two other exercises may be found in Appendix B.

ANSWER SHEET: Distinguishing Between Fact Statements and Value (Opinion) Statements.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

ANSWERS: Distinguishing Between Fact Statements and Value (Opinion) Statements.

1. V
2. F
3. V
4. V
5. V
6. F
7. F
8. V
9. F
10. V

SUMMARY

After concerns have been gathered, facts must be collected to support these concerns or show where they are in error. A broad range of facts should be collected about students, community, policies, etc. The source of facts should be written down.

It is important to distinguish facts from values since the latter often get mixed in with fact statements. Values are statements of opinion and facts are statements that can be proven.

SELECTED REFERENCES FOR FURTHER STUDY

The following supplemental resources are available from Worldwide Education and Research Institute, 2315 Stringham Avenue, Salt Lake City, Utah, or your State Department of Education:

I. Training Session: SNAP (School Needs Assessment Projects). Provides detailed procedures for harvesting concerns, classifying them, and then analyzing, validating and processing them for a basis of long-range planning. Related manuals include:

   A. Needs Assessment: Winnowing Expressed Concerns for Critical Needs in Education. 35 pp.

   B. Conducting Opinion Surveys for Schools, 45 pp.

   C. Using Pupil Measurement Data for School Improvement. 60 pp.

   D. Conducting Community Conferences to Identify Educational Concerns. 30 pp.

   E. How to Carry Out a "Student Speak-Up" Program. 40 pp.

II. Training Session: Goal-Setting and the Development of an Operational Philosophy of Education. Related manuals include:

   A. Developing an Operational Philosophy of Education. 75 pp.

   B. Societal Trends and Factual Considerations in a Concerns Analysis. 55 pp.

   C. Goal-Setting as a Preliminary Step Toward PPBS.

APPENDIX A

FACILITATOR'S GUIDE FOR GROUPS

Each PAK has been organized around a fundamental and widely recognized generalization of how people learn. Learning occurs more efficiently when an overview is presented first. Succeeding learning experiences then take the person deeper into each concept adding more specific details. There may be several levels of exposure until real expertise is developed.

Workshop Specifications

I.	Time Required:	Two hours
II.	Facilities:	One room for each 24 participants. Participants to be seated at tables (maximum of six per table). Rooms should provide adequate accoustics and physical comfort suitable for a workshop session.
III.	Equipment & Material Needs:	One overhead projector and viewing screen per room
		Power extension cord (1 per room)
		Transparency sheets
		Grease pencils
		Butcher paper
		Masking tape
		Chalkboard, chalk, eraser
		Name tags (if necessary)

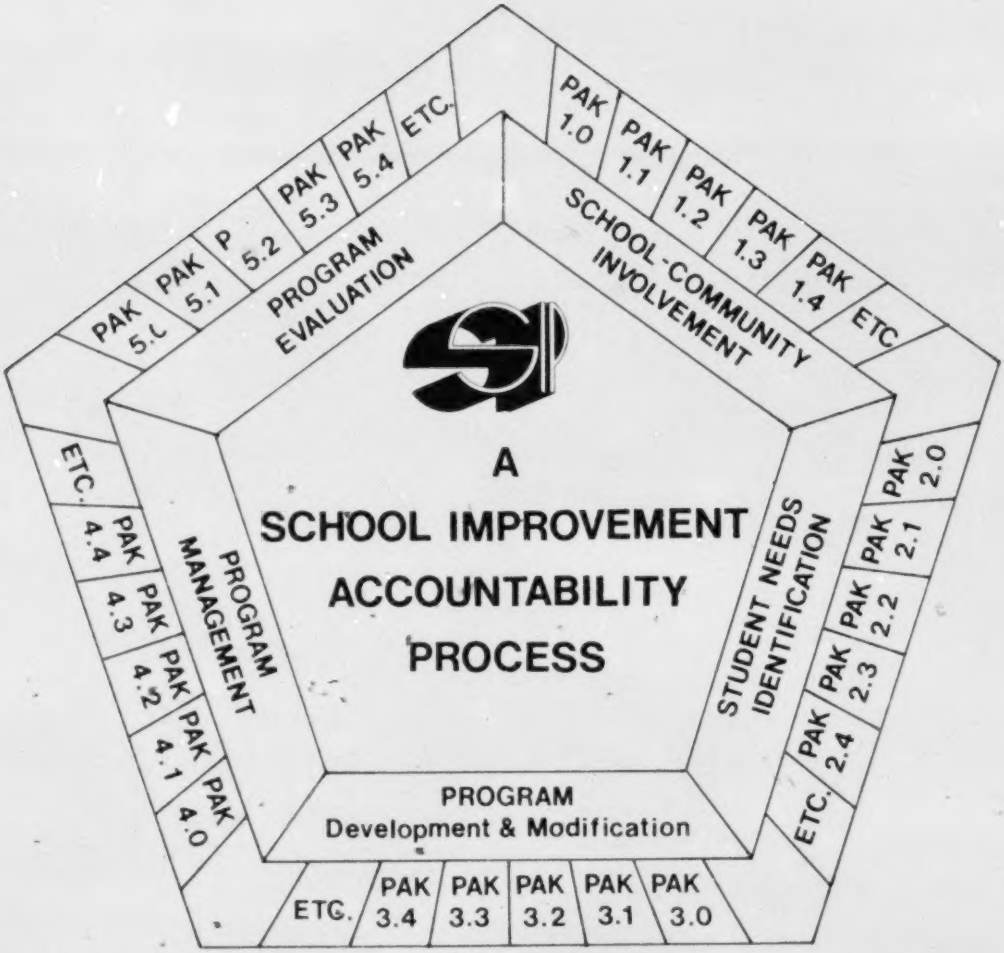
WORKSHOP ACTIVITIES

The following sequence of activities is suggested and may be modified at your discretion:

1.	35 min.	Have the participants read material from page 1 through page 4. Share questions and reqctions.
2.	45 min.	Have participants read page 5 and take the test on page 6. Be sure they are clear on the difference between facts and values. Have them do the exercises in Appendix B for further practice, if needed.
3.	20 min.	Conduct a Summary session. Be sure each participant is clear on the basic skills and principles presented in this PAK.
4.	20 min.	Call attention to the Summary, page 9. Remind participants to complete the PAK critique form and turn it in to you. Have participants take the post-test, page 10, and score their answers. Share reactions.

NOTE: As quickly as possible review the critique forms for feedback information that may be helpful during other workshops.

Total time: Approximately 2 hours.


A
SCHOOL IMPROVEMENT
ACCOUNTABILITY
PROCESS
PROGRAM EVALUATION
SCHOOL-COMMUNITY INVOLVEMENT
STUDENT NEEDS IDENTIFICATION
PROGRAM Development & Modification
PROGRAM MANAGEMENT
PAK 1.0
PAK 1.1
PAK 1.2
PAK 1.3
PAK 1.4
ETC.
PAK 2.0
PAK 2.1
PAK 2.2
PAK 2.3
PAK 2.4
ETC.
PAK 3.0
PAK 3.1
PAK 3.2
PAK 3.3
PAK 3.4
ETC.
PAK 4.0
PAK 4.1
PAK 4.2
PAK 4.3
PAK 4.4
ETC.
PAK 5.0
PAK 5.1
P 5.2
PAK 5.3
PAK 5.4
ETC.

APPENDIX B

EVALUATIVE EXERCISE #1 - DIFFERENTIATING FACTS FROM VALUES (Opinions)

Look over the following list which contains both facts and values. Test yourself against the answers to see if you can correctly distinguish one from the other. Mark your answers on a copy of the answer sheet, page B-3.

1. *There were 627 pupils enrolled in the Wasatch School on January 7, 1971.*

2. *By the end of level three, pupils should have mastered the multiplication tables through 12.*

3. *All high school graduates should be at least functionally literate - read at least at level six.*

4. *At least 621 of Central High School's senior class of 1971 should be enrolled in a college or placed in gainful employment prior to September 1, 1971.*

5. *Average reading achievement scores for the third grade of the Liberty School were 2.8 in the spring of 1970.*

6. *Third grade reading scores at Liberty School should be at least 3.5.*

Another exercise appears on page B-2

APPENDIX B

EVALUATIVE EXERCISE #2: DIFFERENTIATING VALUES (Opinions) FROM FACTS

Look over the following list which contains both facts and values. Test yourself agains the answers to see if you can correctly distinguish one from the other. Mark your answers on a copy of the answer sheet, page B-3.

1. *Fifteen percent of the pupils in the third grade of the Wasatch School are reading at or below the grade level norm.*

2. *An estimated 50% of students in this school do not get an adequate lunch as defined by national school lunch standards.*

3. *All 400 students entering school this year should receive a physical examination before December 1.*

4. *This month there has been a daily average of 4.5 fights among students on the Emerson Junior High School grounds.*

5. *Some school authorities hold that vocational-technical education should not be given much emphasis until grade 13.*

6. *The 210 teachers in this district should be required to earn at least six quarter hours of approved college credit every two years.*

7. *An estimated 8% of the boys and 2% of the girls presently drop out of school.*

8. *Many pupils in this school have a poor self-concept in the opinion of the teachers.*

9. *All pupils have a right to read.*

10. *Our PTA holds regular meetings.*

APPENDIX B

ANSWER SHEET: EVALUATIVE EXERCISE #1 -
DIFFERENTIATING FACTS FROM VALUES (Opinions)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

ANSWER SHEET: EVALUATIVE EXERCISE #2
DIFFERENTIATING VALUES (opinions) FROM FACTS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

APPENDIX B

ANSWERS: EVALUATIVE EXERCISE #1
DIFFERENTIATING FACTS FROM VALUES (Opinions)

1. F
2. V
3. V
4. V
5. F
6. V

ANSWERS: EVALUATIVE EXERCISE #2
DIFFERENTIATING VALUES (Opinions) FROM FACTS

1. F
2. F
3. V
4. F
5. F
6. V
7. F
8. F
9. V
10. F

PAK #
(Please fill in number)

PAK CRITIQUE FORM

Please give vour assessment and comments on the following:

PROGRAM ELEMENT	OUT-STANDING	VERY GOOD	FAIR	POOR	VERY POOR	COMMENTS
1. The quality & relevance of the subject matter.						
2. The appropriateness and usefulness of the instructional materials.						
3. The timing or sequencing of the various items presented.						
4. The directing and assistance given on the exercise.						

Other comments or suggestions for improving this PAK:

If this PAK was used as part of a WORKSHOP training session, then please also complete the following:

PROGRAM ELEMENT	OUT-STANDING	VERY GOOD	FAIR	POOR	VERY POOR	COMMENTS
5. The deployment, grouping or planned interaction of the participants.						
6. The productivity and/or usefulness of the individual work session(s).						
7. The comments or assistance given to you on your selected problem.						